

OSSE STUDENT SERVICES REVIEW

**Review Conducted
May 5 – May 15**

**The Child Welfare Policy and Practice
Group**

Student Services Review

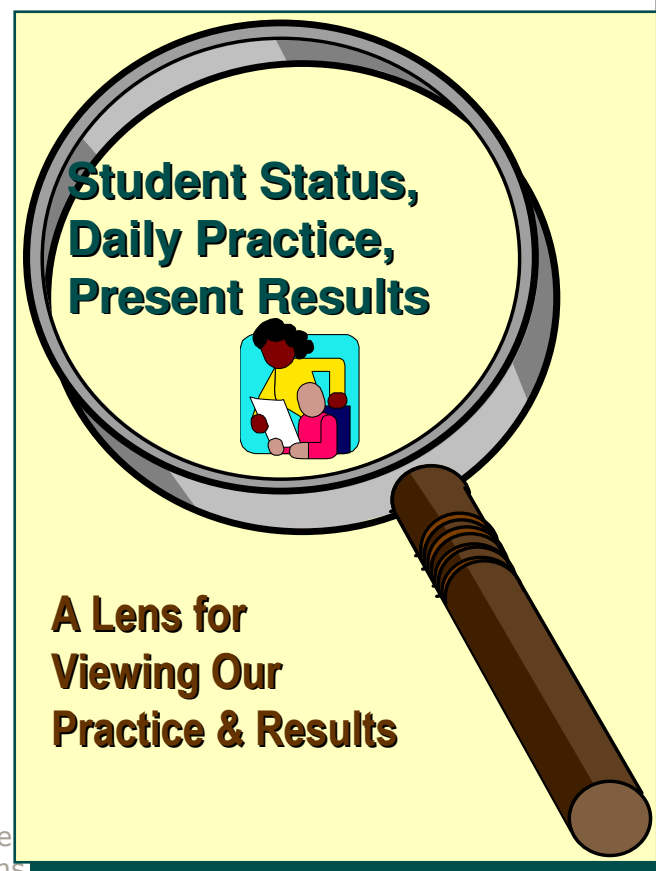
SSR views what is happening at the “practice points.”

SSR is a way of knowing what is working/not working in practice, for which students served, and why.

SSR guides actions for practice development and capacity building -- leading to better results.

The Student Service Review

- Is a **CASE STUDY** technique that relies on a guided professional appraisal.
- Uses various sampling strategies to **“SPOT CHECK”** daily frontline practice and performance.
- Shows **WHAT'S WORKING** for students served (using status indicators).
- Is used for **PRACTICE DEVELOPMENT** and service system refinement.





SSR Shifts the Inquiry Focus

Compliance

- Policies & procedures
- Documentation
- Organizational structure
- Program requirements
- Funding & expenditures
- Compliance & control



Practice & Results

- Guiding principles
- Practice model in use
- Daily case-level practice
- Frontline conditions
- Resource use & effect
- Results & outcomes



Get & Keep \$\$\$



Get Good Results



SSR Orientation: Basic Concepts

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Status – How is the student doing today? What outcomes are being achieved?

System Performance – Is the system performing in a way to achieve needed outcomes?

The Student Service Review

Status Indicators in an SSR Protocol

Student Status Indicators

- 1. Safety & risk of harm by others
- 2. Behavioral risk
- 3. Stability
- 4. Physical well-being
- 5. Emotional well-being
- 6. Educational setting (LRE)
- 7. School attendance
- 8. Present performance
- 9. Social supports
- 10. Responsible behavior
- 11. Personal transition pathway
- **OVERALL STUDENT STATUS**



Caregiver Status Indicators

- 1. Participation in decisions
- 2. Caregiver support of the student
- 3. Satisfaction
- **OVERALL CAREGIVER STATUS**

SSR Practice Performance Indicators

Core Practice Functions

- 1. Classroom climate & practices
- 2. Informal collaborative problem solving
- 3. Individualized interventions
- 4. Coordination
- 5. Teamwork
- 6. Understanding the situation
- 7. Planning outcomes
- 8. Planning interventions
- 9. Resource availability & use
- 10. Intervention adequacy
- 11. Monitoring & adjustment



Specialized Practices

- 12. Crisis response
- 13. Safety response
- 14. Transitioning
- 15. Special cultural accommodations
- **OVERALL PRACTICE PERFORMANCE**

n: Basic Concepts

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CSR Interpretative Guide for Person Status Indicator Ratings

Maintenance Zone: 5-6

Status is favorable. Efforts should be made to maintain and build upon a positive situation.

- 6 = **OPTIMAL & ENDURING STATUS.** The best or most favorable status presently attainable for this person in this area [taking age and ability into account]. The person is continuing to do great in this area. Confidence is high that long-term needs or outcomes will be or are being met in this area.
- 5 = **GOOD & CONTINUING STATUS.** Substantially and dependably positive status for the person in this area with an ongoing positive pattern. This status level is generally consistent with attainment of long-term needs or outcomes in area. Status is "looking good" and likely to continue.

Acceptable
Range: 4-6

Refinement Zone: 3-4

Status is minimum or marginal, may be unstable. Further efforts are necessary to refine the situation.

- 4 = **FAIR STATUS.** Status is at least minimally or temporarily sufficient for the person to meet short-term needs or objectives in this area. Status has been no less than minimally adequate at any time in the past 30 days, but may be short-term due to changing circumstances, requiring change soon.
- 3 = **MARGINALLY INADEQUATE STATUS.** Status is mixed, limited, or inconsistent and not quite sufficient to meet the person's short-term needs or objectives now in this area. Status in this area has been somewhat inadequate at points in time or in some aspects over the past 30 days. Any risks may be minimal.

Improvement Zone: 1-2

Status is problematic or risky. Quick action should be taken to improve the situation.

- 2 = **POOR STATUS.** Status is now and may continue to be poor and unacceptable. The person may seem to be "stuck" or "lost" with status not improving. Any risks may be mild to serious.
- 1 = **ADVERSE STATUS.** The person's status in this area is poor and worsening. Any risks of harm, restriction, separation, disruption, regression, and/or other poor outcomes may be substantial and increasing.

Unacceptable
Range: 1-3

CSR Interpretative Guide for Practice Performance Indicator Ratings

Maintenance Zone: 5-6

Performance is effective. Efforts should be made to maintain and build upon a positive practice situation.

6 = OPTIMAL & ENDURING PERFORMANCE. Excellent, consistent, effective practice for this person in this function area. This level of performance is indicative of well-sustained exemplary practice and results for the person.

5 = GOOD ONGOING PERFORMANCE. At this level, the system function is working dependably for this person, under changing conditions and over time. Effectiveness level is generally consistent with meeting long-term needs and goals for the person.

Acceptable
Range: 4-6

Refinement Zone: 3-4

Performance is minimal or marginal and maybe changing. Further efforts are necessary to refine the practice situation.

4 = FAIR PERFORMANCE. Performance is minimally or temporarily sufficient to meet short-term need or objectives. Performance in this area of practice has been no less than minimally adequate at any time in the past 30 days, but may be short-term due to changing circumstances, requiring change soon.

3 = marginally inadequate performance. Practice at this level may be under-powered, inconsistent or not well-matched to need. Performance is insufficient at times or in some aspects for the person to meet short-term needs or objectives. With refinement, this could become acceptable in the near future.

Improvement Zone: 1-2

Performance is inadequate. Quick action should be taken to improve practice now.

2 = POOR PERFORMANCE. Practice at this level is fragmented, inconsistent, lacking necessary intensity, or off-target. Elements of practice may be noted, but it is incomplete/not operative on a consistent or effective basis.

1 = ADVERSE PERFORMANCE. Practice may be absent or not operative. Performance may be missing (not done). - OR - Practice strategies, if occurring in this area, may be contra-indicated or may be performed inappropriately or harmfully.

Unacceptable
Range: 1-3

Age Group

Age Group	Number	Percent
10-13 Years	13	54%
14-15 Years	10	42%
16-18 years	1	4%
Total	24	100%

Gender

Gender	Number	Percent
Male	15	63%
Female	9	37%
Total	24	100%

IDEA Eligibility

Student's IDEA Eligibility	Number	Percent
Autism	1	4%
Emotional Disturbance	1	4%
Mental Retardation	6	26%
Multiple Disabilities	2	9%
Other Health Impairment	2	9%
Specific Learning Disabilities	8	35%
Speech & Language Impairment	1	5%
Emotional Disturb/Spec.Lrn.Dis.	1	4%
Spec.Lrn.Dis./Spec. & Lang. Imp.	1	4%
Total	24	100%

Current Residence

Student's Present Home	Number	Percent
Birth family home	21	88%
Adoptive family home	2	8%
Therapeutic foster home	1	4%
Total	24	100%

Other Involved Agencies

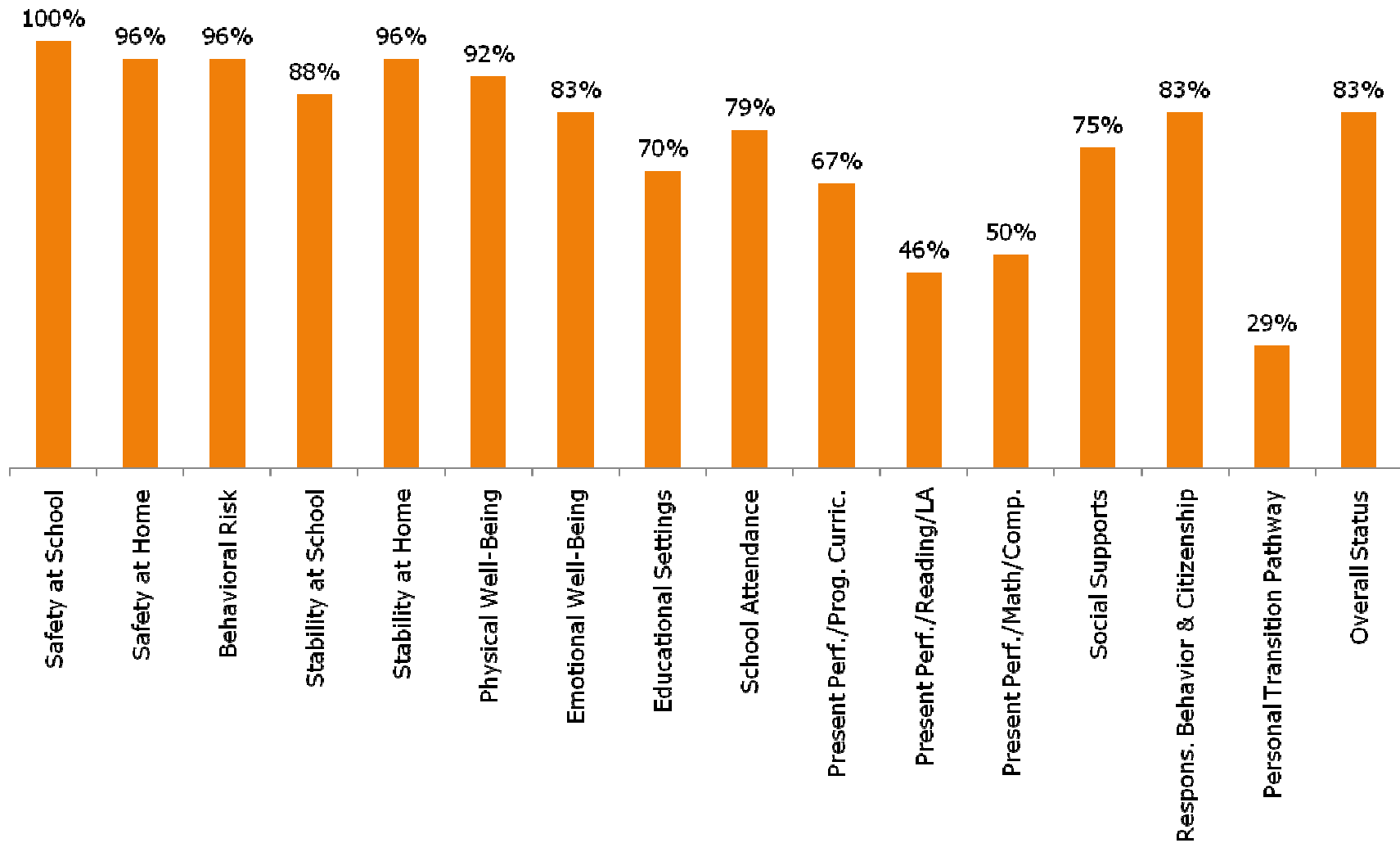
Other Agencies Serving the Student/Family

	Number	Percent
Mental Health	4	17%
Child Welfare/Mental Health/Econ. Services	1	4%
Child Welfare/Mental Health	1	4%
Mental Health/Educ. Advocate	1	4%
None	17	71%
Total	24	100%

Indicator	2008
Safety at School	100%
Safety at Home	96%
Behavioral Risk	96%
Stability at School	88%
Stability at Home	96%
Physical Well-Being	92%
Emotional Well-Being	83%
Educational Setting/LRE	70%
School Attendance	79%
Present Performance/Progression Curriculum	67%
Present Performance/Reading/Language	46%
Present Performance/Math Computation	50%
Social Supports	75%
Responsible Behavior & Citizenship	83%
Personal Transition Pathway	29%
Overall Status	83%

Student Status Indicator Ratings

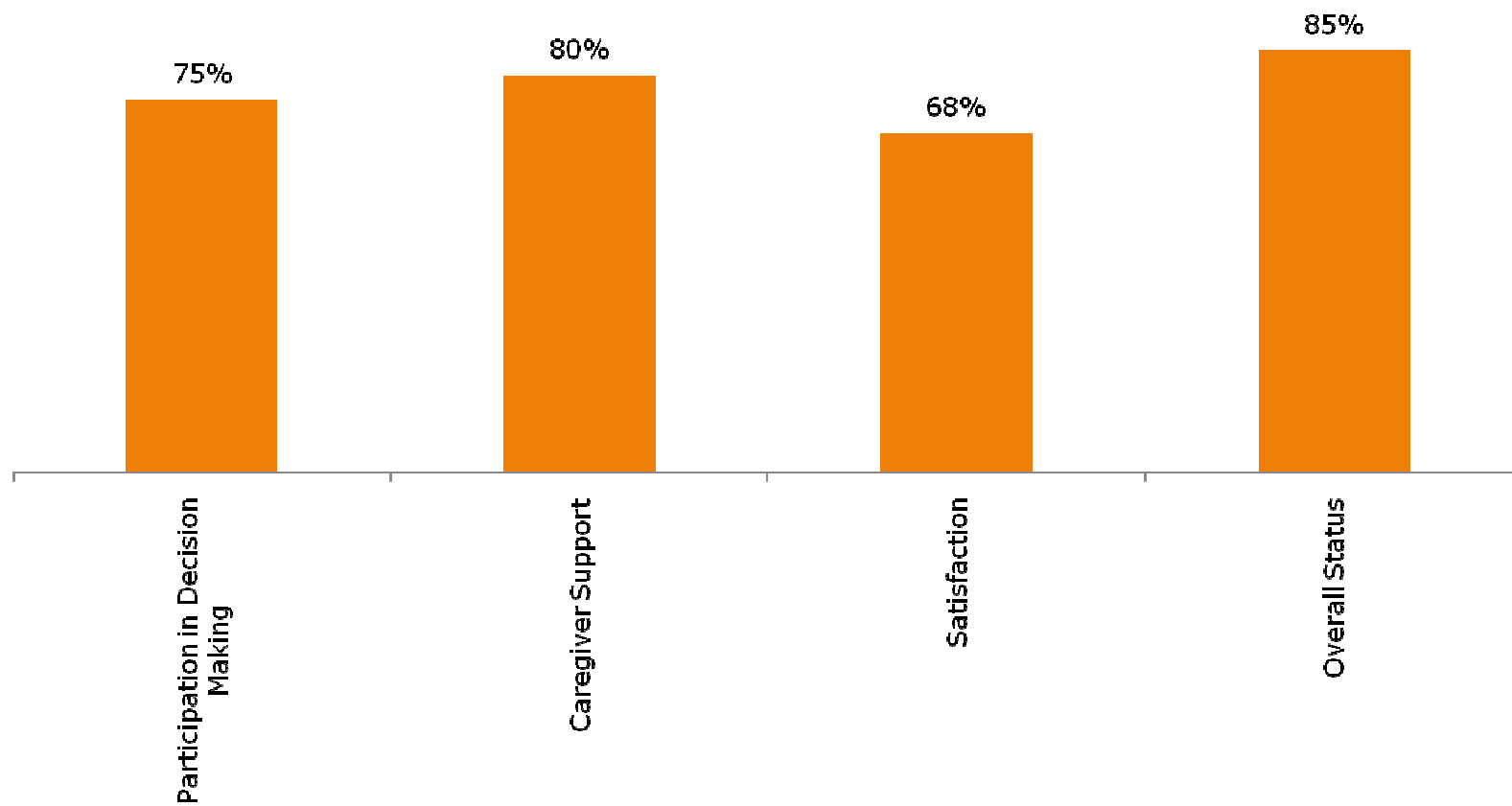
Student Status Indicators Percent Acceptable



Indicator	2008
Participation in Decision Making	75%
Caregiver Support	80%
Satisfaction	68%
Overall Status	85%

Caregiver Status Indicators

Caregiver Indicators Percent Acceptable

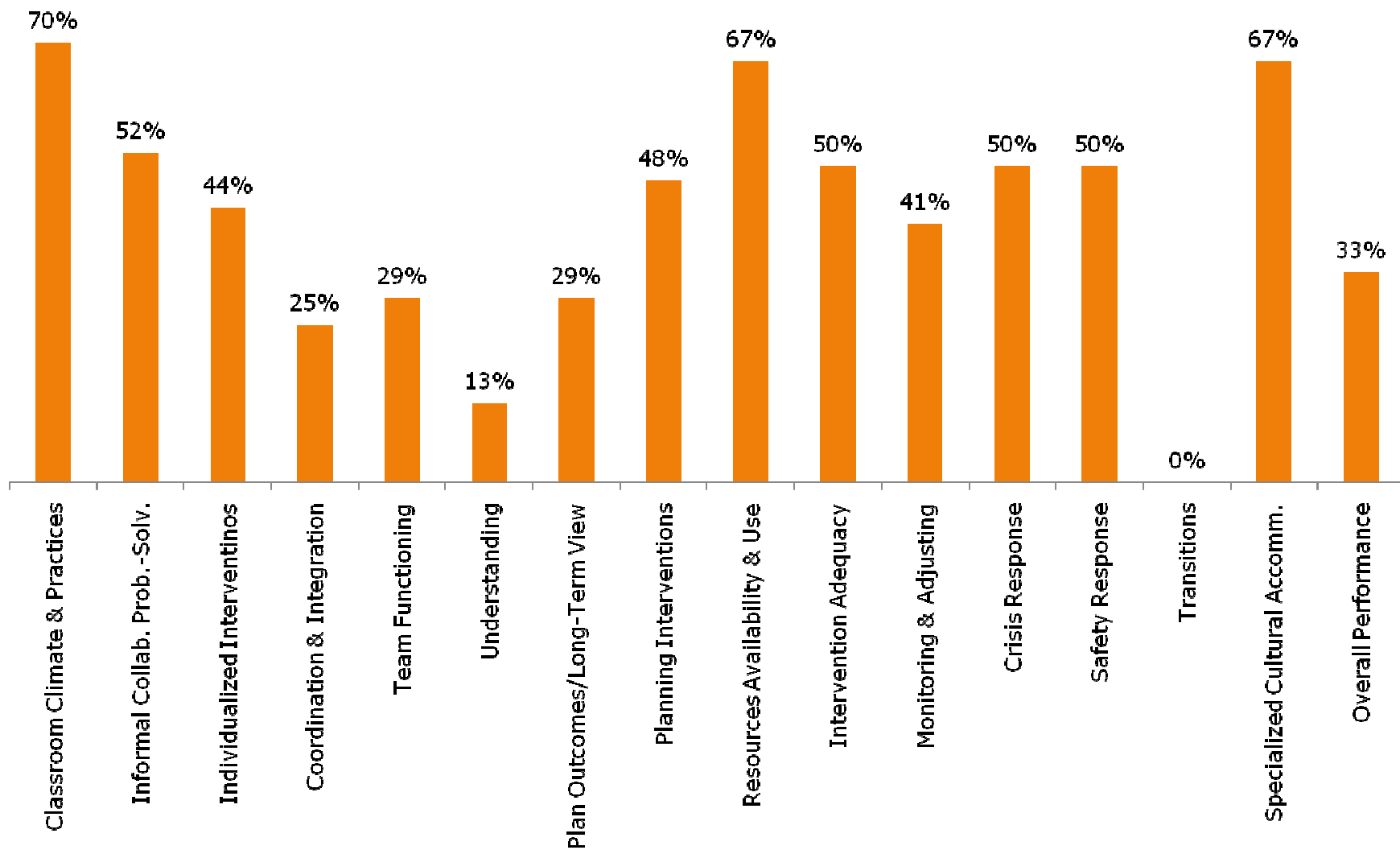


Indicator	2008
Classroom Climate & Practices	70%
Informal Collaborative Problem-Solving	52%
Individualized Interventions	44%
Coordination & Integration	25%
Team Functioning	29%
Understanding	13%
Planning Outcomes/Long-Term View	29%
Planning Interventions	48%
Resources Availability & Use	67%
Intervention Adequacy	50%
Monitoring & Adjusting	41%
Crisis Response	50%
Safety Response	50%
Transitions	0%
Specialized Cultural Accommodations	67%
Overall Performance	33%

System Performance Ratings

Practice Performance Indicators

Percent Acceptable



IMPROVE

18%

CONTINUE STATUS QUO

30%

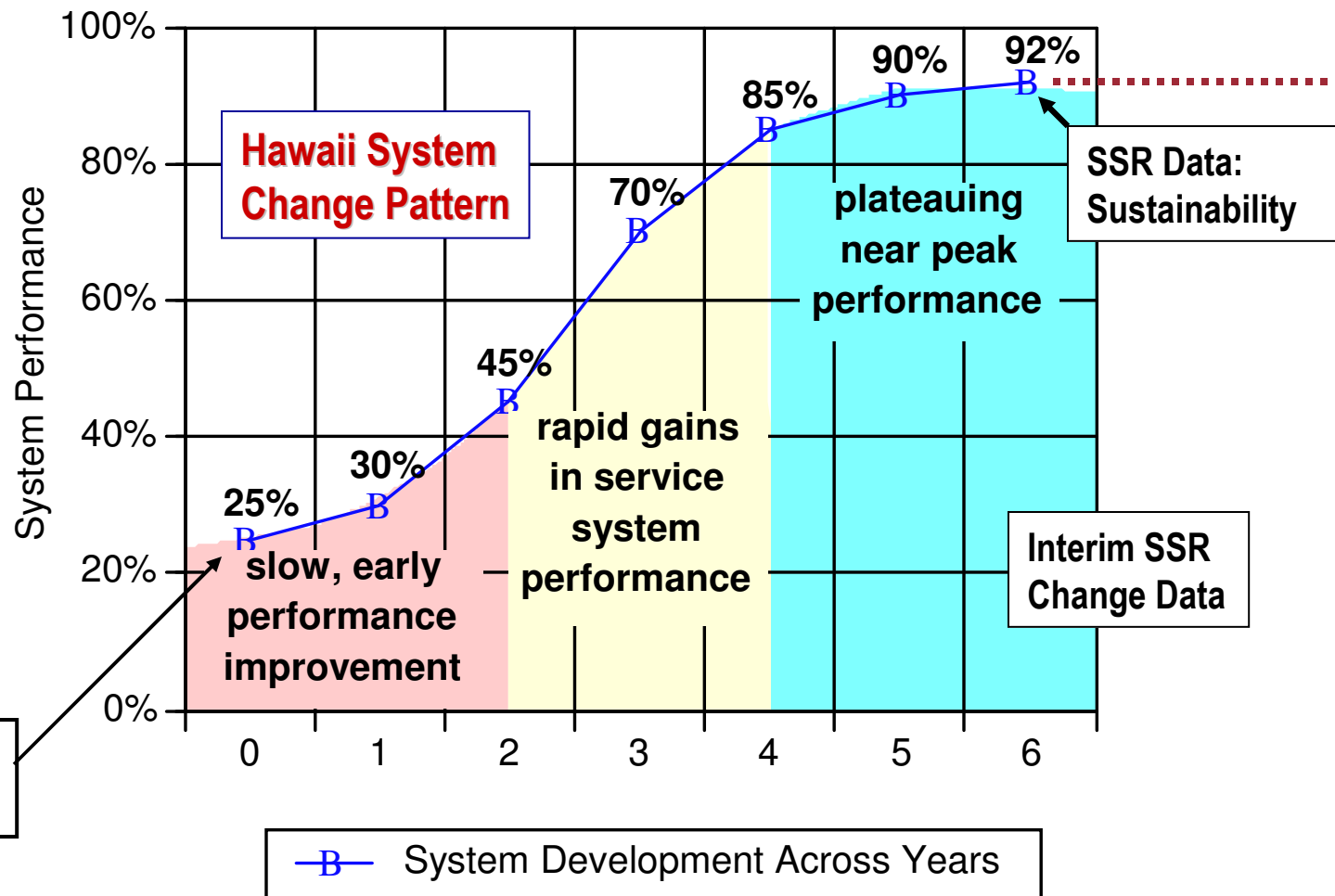
DECLINE

52%

Six Month Prognosis

System Development Pattern

Change in System Performance Over Years of Development



SSR Orientation: Basic Concepts

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SSR “Learning Products”

- Detailed stories of practice and results in real cases
- **Recurrent themes & patterns observed across cases**
- **Understanding of how contextual factors are affecting daily practice and present results**
- **Quantitative analyses of student status, practice & performance results, based on key measures**
- **Noteworthy accomplishments & success stories**
- **Identification of emerging issues and problems**
- Critical learning and input for improvement plans

